



JOHNSTON-EDGEFIELD-TRENTON MIDDLE

1095 Columbia Road
Johnston, South Carolina

Grades	6-8 Middle School	
Enrollment	495 Students	
Principal	Stephen Hampton	803-275-1997
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Brad Covar	803-637-6689

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

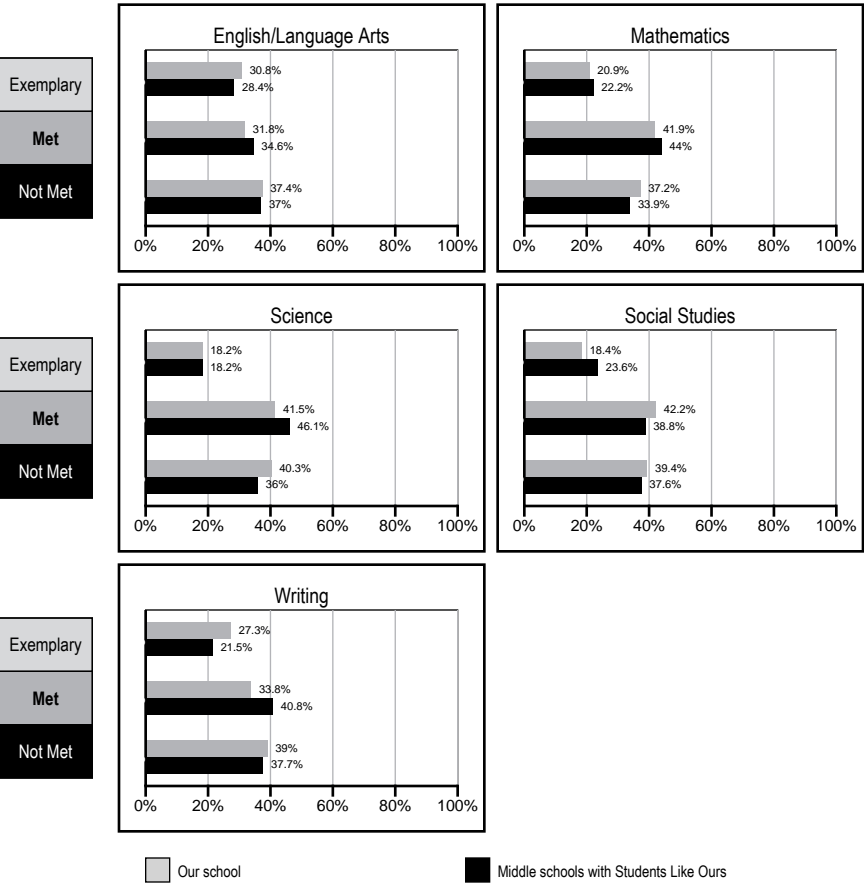
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	8	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.1%
English 1	91.1%	91.8%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	95.0%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=495)				
Students enrolled in high school credit courses (grades 7 & 8)	13.9%	Down from 54.6%	27.9%	24.5%
Retention rate	0.2%	Down from 1.2%	0.7%	0.7%
Attendance rate	95.8%	No Change	95.7%	95.9%
Served by gifted and talented program	12.1%	Up from 11.2%	16.0%	17.8%
With disabilities other than speech	17.1%	Down from 17.9%	10.0%	9.2%
Older than usual for grade	1.6%	Down from 3.5%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	41.9%	Down from 48.5%	58.0%	60.0%
Continuing contract teachers	87.1%	Down from 87.9%	87.1%	82.6%
Teachers returning from previous year	82.7%	Up from 81.7%	83.1%	85.6%
Teacher attendance rate	94.6%	Down from 94.8%	95.4%	95.3%
Average teacher salary*	\$46,405	Down 3.8%	\$45,197	\$46,300
Professional development days/teacher	7.3 days	Up from 6.1 days	10.3 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.7 to 1	21.0 to 1	21.5 to 1
Prime instructional time	89.2%	Down from 90.0%	90.4%	90.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	60.4%	Down from 98.5%	96.4%	98.1%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$7,077	Down 12.8%	\$7,487	\$7,634
Percent of expenditures for instruction**	65.3%	Down from 68.9%	62.2%	64.0%
Percent of expenditures for teacher salaries**	64.1%	Down from 67.6%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Johnston-Edgefield-Trenton Middle School is located in the historic county of Edgefield. The school was founded

in 1993 to service the towns of Johnston, Edgefield, and Trenton. Since its inception, J-E-T Middle School has been focused on providing the best education possible for students in Edgefield County. While striving to provide this quality education; the school has been honored with many awards. These awards include receiving The Exemplary Writing Award for the years 2002-2004 and receiving the Palmetto's Finest Award for the 2000/2001 school year.

The Johnston-Edgefield-Trenton Middle School community takes pride in its past accomplishments but is not willing to rest on them. The administration and faculty is currently taking steps to increase the school's competitiveness in the 21st century. J-E-T Middle School offers students an opportunity to get high school credit through Algebra 1 and English 1 Classes. Forty-one Students took and passed the English One exam with twelve students receiving a grade of ninety-three or better and four students making perfect scores. Thirty-Five students took and passed the Algebra One exam with fifteen students scoring ninety-three or better and twelve students making a perfect score. New Initiatives, such as The Eagle Leadership and Achievement Academy, are designed to foster a stimulating academic environment for students. The PBIS model is also being implemented in order to maintain a positive environment where good character is promoted and valued. Partnerships with higher education institutions, such as Clemson University's dropout prevention program and U.S.C. Aiken's Ruth Patrick Science Center, were developed by the leadership at J-E-T in order to assist in the school's academic progress.

Administrators, faculty, and parents understand the challenges that lie ahead for Johnston-Edgefield-Trenton Middle School. Nevertheless, all of our stakeholders are committed to continuing the effort to help J-E-T Middle School soar and provide Edgefield County with one of the finest middle schools in the state of South Carolina.

Stephen Hampton, Principal

Jill Cockrell, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	126	34
Percent satisfied with learning environment	76.9%	76.6%	69.7%
Percent satisfied with social and physical environment	84.6%	80.5%	61.8%
Percent satisfied with school-home relations	69.2%	81.0%	61.8%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	486	99.8	36.9	31.6	31.4	74.7	82.2	82.4	No	Yes
Gender										
Male	266	100	39.3	35.1	25.6	70.6	79.3	78.7	N/A	N/A
Female	220	99.6	34	27.3	38.8	79.9	85.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	163	100	19.2	32.7	48.1	91	88.8	88.9	Yes	Yes
African American	300	99.7	47.4	30.7	21.8	65.5	75.1	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	17	100	31.3	25	43.8	75	72	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	94	100	83.7	9.8	6.5	33.7	46.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	368	99.7	44.8	31.7	23.5	68.6	74.8	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	486	99.6	36.6	41.9	21.5	75.5	79.4	81.9	Yes	Yes
Gender										
Male	266	99.6	39.8	39.8	20.3	72.4	77.3	79.9	N/A	N/A
Female	220	99.6	32.5	44.5	23	79.4	81.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	163	99.4	18.1	48.4	33.5	89.7	88.2	88.9	Yes	Yes
African American	300	99.7	45.7	39.6	14.7	67.6	70	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	17	100	56.3	18.8	25	75	66	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	94	98.9	79.1	17.6	3.3	37.4	40.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	57.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	368	99.5	43	41.6	15.4	71.3	71.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	323	99.7	39.8	41.4	18.8	60.2	63.5	68.6
Gender								
Male	183	99.5	40.8	39.7	19.6	59.2	64.6	68.3
Female	140	100	38.5	43.7	17.8	61.5	62.2	68.9
Racial/Ethnic Group								
White	107	100	18.6	48	33.3	81.4	77.5	80.7
African American	203	99.5	51.3	38.2	10.6	48.7	48	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	55.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	58	98.3	82.1	8.9	8.9	17.9	34	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	40	60.7
Socio-Economic Status								
Subsidized meals	247	99.6	48.1	37.8	14.1	51.9	51.7	57.3

Social Studies

All Students	326	99.1	38.4	42.5	19	61.6	66.4	72.5
Gender								
Male	170	99.4	37.1	41.3	21.6	62.9	68.1	72
Female	156	98.7	39.9	43.9	16.2	60.1	64.6	73.1
Racial/Ethnic Group								
White	117	100	24.8	42.5	32.7	75.2	75.1	81
African American	193	99	47.3	43.1	9.6	52.7	55.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	12	100	36.4	36.4	27.3	63.6	65.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	61	100	73.3	21.7	5	26.7	35.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	247	99.2	44.8	43.9	11.3	55.2	56.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	159	100	39	33.8	27.3	61	69.3	73.2	95.8	96.2
Gender										
Male	86	100	50.6	34.1	15.3	49.4	61.8	67.2	95.1	95.9
Female	73	100	24.6	33.3	42	75.4	77.7	79.4	96.8	96.4
Racial/Ethnic Group										
White	61	100	22.8	38.6	38.6	77.2	79.3	81.5	95.1	95.9
African American	89	100	52.3	29.5	18.2	47.7	57.1	61.3	96.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	61.9	96.1	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.9	96.5
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	12.1	15.5	26	93.8	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	41.7	65.7	96.1	97.6
Socio-Economic Status										
Subsidized meals	112	100	48.1	30.6	21.3	51.9	58.9	63.2	95.7	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	31.7	40.7	27.5	68.3
	7	157	100	29.6	30.3	40.1	70.4
	8	154	99.4	38.8	41.5	19.7	61.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	99.4	41.4	32.1	26.5	58.6
	7	162	100	32.7	29.6	37.7	67.3
	8	156	100	36.7	33.3	30	63.3

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	38.9	43.1	18	61.1
	7	157	100	39.5	36.8	23.7	60.5
	8	154	100	54.1	34.5	11.5	45.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	99.4	37.7	42	20.4	62.3
	7	162	99.4	31.6	40.5	27.8	68.4
	8	156	100	40.7	43.3	16	59.3

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	92	61.5	34.6	3.8	38.5
	7	157	100	32.2	50.7	17.1	67.8
	8	77	100	45.2	42.5	12.3	54.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	98.8	53.7	40.2	6.1	46.3
	7	162	100	30.2	48.4	21.4	69.8
	8	77	100	45.2	27.4	27.4	54.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	93	55.1	42.3	2.6	44.9
	7	157	100	44.7	35.5	19.7	55.3
	8	77	98.7	48.6	39.2	12.2	51.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	97.7	32.9	51.9	15.2	67.1
	7	162	100	39.6	43.4	17	60.4
	8	79	98.7	41.6	31.2	27.3	58.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	172	99.4	29.2	46.4	24.4	70.8
	7	157	99.4	32.7	32.7	34.6	67.3
	8	151	99.3	34.5	48.6	16.9	65.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	159	100	39	33.8	27.3	61

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